

## BRITTON'S NECK ELEMENTARY

223 Gresham Road  
Britton's Neck, SC 29546

<b>Grades</b>	1-5 Elementary School	
<b>Enrollment</b>	252 Students	
<b>Principal</b>	Angela Huggins	843-362-3510
<b>Superintendent</b>	Everette M. Dean, Jr.	843-423-2891
<b>Board Chair</b>	McKeiver Williamson	843-423-6545

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Excellent*</b>
2009	Average	Average
2008	At-Risk	At-Risk
2007	At-Risk	Below Average
2006	At-Risk	Good

\* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	2	55	46	21

\* Ratings are calculated with data available by 03/09/2011.

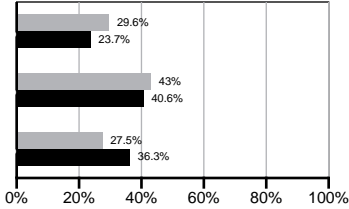
Palmetto Assessment of State Standards (PASS)

Exemplary

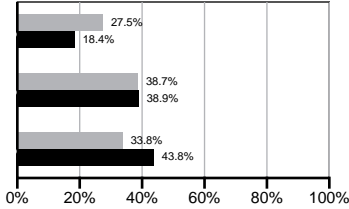
Met

Not Met

English/Language Arts



Mathematics

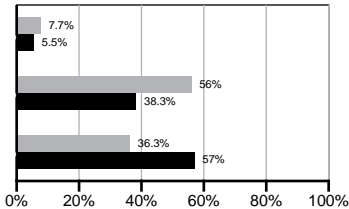


Exemplary

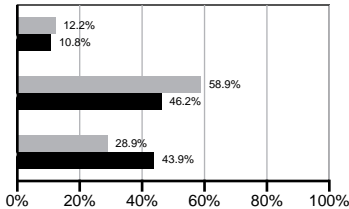
Met

Not Met

Science



Social Studies

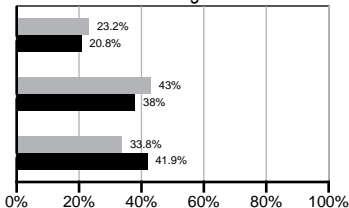


Exemplary

Met

Not Met

Writing



Our school

Elementary schools with Students Like Ours

\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=252)</b>				
First graders who attended full-day kindergarten	98.1%	Up from 97.7%	100.0%	100.0%
Retention rate	3.6%	Up from 3.2%	1.3%	1.2%
Attendance rate	98.5%	Up from 95.1%	95.9%	96.1%
Eligible for gifted and talented	4.5%	Up from 3.8%	4.1%	11.7%
With disabilities other than speech	13.7%	Up from 12.5%	8.5%	8.0%
Older than usual for grade	1.6%	Down from 2.3%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 1.5%	0.0%	0.0%
<b>Teachers (n=23)</b>				
Teachers with advanced degrees	78.3%	Down from 83.3%	59.3%	60.5%
Continuing contract teachers	78.3%	Down from 83.3%	78.1%	84.6%
Teachers with emergency or provisional certificates	10.0%	Up from 9.1%	0.0%	0.0%
Teachers returning from previous year	82.2%	No Change	82.1%	87.0%
Teacher attendance rate	96.9%	Up from 96.6%	95.2%	95.4%
Average teacher salary*	\$44,932	Down 0.7%	\$45,085	\$47,288
Professional development days/teacher	20.0 days	Up from 18.9 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Up from 16.0 to 1	17.0 to 1	19.2 to 1
Prime instructional time	92.9%	Up from 89.1%	90.5%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.2%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$12,130	Down 4.8%	\$8,940	\$7,548
Percent of expenditures for instruction**	60.4%	Up from 57.1%	67.6%	68.7%
Percent of expenditures for teacher salaries**	52.4%	Up from 48.4%	62.1%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

It is thought the teamwork and dedication of our highly qualified staff that we continue to accomplish our goals of improving and enhancing student achievement at Britton's Neck Elementary. During the 2009 – 2010 school year, we continued to expect exceptional academic performance and behavior. We believe that by achieving these principles, along with community support, our students will be able to succeed in life. Student education is top priority.

The implementation of instructional initiatives such as MAPS (Measurement of Academic Progress), Reading First, and Dominic Reading and Writing Assessment Program has greatly assisted us in education the whole child. Meeting AYP (Academic Yearly Progress) is an indication that initiatives are working and our students are learning. Their performance on PASS (Palmettos Assessment of State Standards) is evidence of this.

We also believe that through educational experiences, students will become lifelong learners and successful citizens. Field trips are an excellent example of this. The fourth- grade class explored the world of weather by visiting the WMBF News Station in Myrtle Beach. Students were able to observe a live weather broadcast by meteorologists. They also visited the Planetarium at Francis Marion University where the students learned about the plants, stars, and moons in our solar system.

At Britton's Neck we believe that we do ensure that all students, surrounded by high expectations, reach their full potential by providing a standards-driven curriculum in a safe and caring environment. Everyone has worked very diligently this year and we are seeing improvements. We continue to need the support of our parents and the community to make our school better. Together, we can meet the challenge.

Angela Huggins, Principal  
LaTonya Austin and Shaquita Richardson, SIC Members

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	52	40
Percent satisfied with learning environment	95.5%	96.2%	82.1%
Percent satisfied with social and physical environment	100.0%	96.1%	80.0%
Percent satisfied with school-home relations	57.9%	92.2%	82.5%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.1%	0.0%	No
Student attendance rate	98.5%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	153	98.7	27.6	42.8	29.7	81.4	69.5	83.5	Yes	Yes
<b>Gender</b>										
Male	83	97.6	33.8	38.8	27.5	73.8	61.8	80.1	N/A	N/A
Female	70	100	20	47.7	32.3	90.8	78.1	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	20	95	21.1	21.1	57.9	78.9	71	89.6	I/S	I/S
African American	129	99.2	27.9	47.5	24.6	82	69.7	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	92.7	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	42	95.2	55	30	15	52.5	39.1	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	145	99.3	27.7	42.6	29.8	81.6	68.5	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	153	98.7	34.5	37.9	27.6	77.9	66.2	80.4	Yes	Yes
<b>Gender</b>										
Male	83	97.6	38.8	36.3	25	70	61.1	78.4	N/A	N/A
Female	70	100	29.2	40	30.8	87.7	71.9	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	20	95	21.1	21.1	57.9	84.2	74.2	87.8	I/S	I/S
African American	129	99.2	36.9	40.2	23	77	65.4	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	93.5	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	42	95.2	67.5	22.5	10	50	37.7	46.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	145	99.3	34.8	36.9	28.4	78	65	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	95	99	36.3	56	7.7	63.7	52.8	67.3
Gender								
Male	54	100	42.6	50	7.4	57.4	47.9	66.9
Female	41	97.6	27	64.9	8.1	73	58.8	67.7
Racial/Ethnic Group								
White	13	92.3	33.3	25	41.7	66.7	47.4	79.6
African American	79	100	38.2	59.2	2.6	61.8	52.6	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
Disability Status								
Disabled	24	95.8	82.6	13	4.3	17.4	16.3	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status								
Subsidized meals	92	98.9	36	56.2	7.9	64	51.5	55.4

Social Studies

All Students	97	97.9	30.4	57.6	12	69.6	50.8	70.9
Gender								
Male	49	95.9	37	50	13	63	42.9	70.1
Female	48	100	23.9	65.2	10.9	76.1	59.1	71.7
Racial/Ethnic Group								
White	11	100	27.3	36.4	36.4	72.7	61.9	79.2
African American	83	97.6	30.8	60.3	9	69.2	49	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	27	92.6	60	32	8	40	27.1	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	68
Socio-Economic Status								
Subsidized meals	92	97.8	30.3	57.3	12.4	69.7	50.6	60.8

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	151	95.4	32.9	43.6	23.6	67.1	52.3	72.1	98.5	97.4
Gender										
Male	83	92.8	42.1	46.1	11.8	57.9	44.6	65.2	98.6	97.4
Female	68	98.5	21.9	40.6	37.5	78.1	60.6	79.2	98.5	97.3
Racial/Ethnic Group										
White	20	90	33.3	16.7	50	66.7	53.3	80.8	97.8	96.3
African American	126	96	32.2	48.3	19.5	67.8	52.8	59.7	98.7	97.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	N/A	N/A
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	64.6	98.1	94.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	92.3
Disability Status										
Disabled	42	83.3	65.7	28.6	5.7	34.3	22.2	27.7	98.3	97.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	92.2
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	63.7	97.9	94
Socio-Economic Status										
Subsidized meals	146	95.9	32.4	43.4	24.3	67.6	51.4	61.9	98.5	97.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	45	100	27.3	43.2	29.5	72.7
	4	57	100	39.3	44.6	16.1	60.7
	5	52	98.1	53.1	34.7	12.2	46.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	55	100	26	48	26	74
	4	40	100	22.5	47.5	30	77.5
	5	58	96.6	32.7	34.5	32.7	67.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	45	100	52.3	29.5	18.2	47.7
	4	57	100	46.4	37.5	16.1	53.6
	5	52	98.1	51	36.7	12.2	49
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	55	100	58	24	18	42
	4	40	100	22.5	50	27.5	77.5
	5	58	96.6	21.8	41.8	36.4	78.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	23	100	56.5	34.8	8.7	43.5
	4	57	100	35.7	58.9	5.4	64.3
	5	26	100	N/AV	N/AV	N/AV	41.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	27	100	60	32	8	40
	4	40	100	25	65	10	75
	5	28	96.4	30.8	65.4	3.8	69.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	22	100	19	71.4	9.5	81
	4	56	100	12.7	67.3	20	87.3
	5	26	100	57.7	38.5	3.8	42.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	28	96.4	33.3	58.3	8.3	66.7
	4	40	100	15	67.5	17.5	85
	5	29	96.6	50	42.9	7.1	50
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	45	91.1	20	45	35	80
	4	58	98.3	41.1	41.1	17.9	58.9
	5	52	92.3	43.5	43.5	13	56.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	52	98.1	40.8	42.9	16.3	59.2
	4	41	97.6	25.6	46.2	28.2	74.4
	5	58	91.4	30.8	42.3	26.9	69.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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